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Journal of EDUCATION

BOSTON, MASS.
Vol. CVII, No. 25

June 18, 1928

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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By E. C. Broome

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

High Appreciation

THE unanimous election of Dr. H. G. Bennett, president of State Teachers College, Durant, Oklahoma, as president of the Oklahoma Agricultural College at Stillwater, at a salary of $13,000, is as important an event to the state as it is to Dr. Bennett. He succeeds Dr. Bradford Knapp, who will be installed on July 1 as president of the Alabama Polytechnic Institute, Auburn, the same day that Dr. Bennett assumes presidential duties at Stillwater.

Dr. Knapp turns over to Dr. Bennett the second largest educational institution in the state. It is in a peaceful and prosperous condition. His successor is a man who has built up a high-class professional institution with an enrollment of 1,500 in the school year and 2,000 in the summer session. Dr. Bennett has been at the head of the Durant School for nine years when Oklahoma has had more or less political and educational mishaps, but nothing has disturbed him or Durant. The Board of Regents is unanimous, so also are the faculty, the students and the alumni of Stillwater, and everybody else in Oklahoma.

School Diseases

THERE can be no question but that the school is responsible for some physical derangements due to the fact that all children spend a large part of half of the days of the year in the schoolroom with schoolroom ventilation, schoolroom light, schoolroom seats, and schoolroom physical inactivity. Few teachers or school officers know how alarming these diseases really are: *Scoliosis, kyphosis* and *lordosis.* Indeed many teachers do not know what these diseases are.

Scoliotic distortions and *kyphotic* conditions are liable to have very serious physical effects.

These are not words for frequent professional use, but they are words with which every teacher and school official should be perfectly familiar.

Howard G. Burdge of New York City says you might as well throw the Greek alphabet on the floor and expect to pick up an Odyssey, as to expect inexperienced, aimless, uncounseled boys, with no father as a guardian, to obtain by accident the kind of employment best suited to their growth and development as citizens and wage-earners.

An International University

THERE is sure to be an International University on the Pacific Coast. Mexico will promote it from the first. It is likely to be in California.

This summer thirty teachers from Mexico, at public expense, are in the State Teachers College of San Diego. There has been an international conference at Pomona College each year for two years, and the International University promises to be a Pomona institution. A large delegation from Mexico attends the conference. They are sent at national expense.

The Pacific countries are sure to create a world of their own, and California will profit largely from this creation.

There is no greater opportunity in the near future than for California, the greatest of the new creations in the New World, to electrify the old countries of Spanish America and of the Orient with the thrill of the best of modern education.

A Real Creation

WALTER R. and FRANCES H. HEPNER have made one of the important creations of 1928. Indeed, this year will be famous for a long time because already there have been several remarkable books for grades four, five and six. These grades have suffered for a third of a century. First, because the principles, methods and devices magnified the primary grades. Second, there was enrichment of the seventh and eighth grades. Finally, because the Junior High School had increased salaries and higher educational qualifications for the teachers therein.

At last parents and teachers of the fourth, fifth, and sixth grades have resolved to stop this neglect of children in these grades, and publishers, always quick to sense change of public sentiment, are publishing the latest and best of school readers for these grades.

It is scarcely three years since Mr. Hepner succeeded Dr. William John Cooper as superintendent of Fresno, and the genius and spirit of "Junior Citizens in Action" (Houghton Mifflin Company) shows why he was selected for so important a position.

Each of the new school readers for these grades is developed around biography, and this book makes the personal leaders in the various famous achievements tell their own story, which lends a special charm to the book.

An Educational Reconstruction

SWEEPING charges in the educational system of Virginia are demanded in the recently published report of the Educational Commission of that state headed by Professor M. V. O'shea of the University of Wisconsin.

In substance Professor O'Shea's report maintains that the schools of Virginia have not held their own in the pace of educational progress established by most other states. The Virginia system, the report states, continues practices which, although they met the needs of the state a hundred years ago, are not applicable today.

Notable among the recommendations for reconstruction is the conversion of the Virginia Military Institute, which is known as the "West Point of the South," into a different type of educational institution. It is stated in the report that the type of education followed at the Virginia Military Institute is no longer needed in Virginia, whereas there is a strongly felt need for certain other kinds of work—especially vocational education. It is advocated that collegiate military education should be cared for by the Federal Government, and that the Virginia Military Institute should be used to train young people for the vocational needs of Virginia. Professor O'Shea's report maintains that the colleges are overcrowded with students some of whom, for their own welfare and for the welfare of the state, should have been trained for vocations rather than for professions.

Another important recommendation relates to the provision of facilities for the education of women on a par with the education of men. While other states have provided women with an opportunity to enjoy the benefits of higher education, Virginia institutions have been administered almost entirely for men. The report of the Virginia Educational Commission is an important contribution to educational literature.

Are you "up" on "tertiles" and "quartiles"? If not you should take time to appreciate them. It was a lively pace from "averages" to "medians," and now a quick pace to "tertiles" and "quartiles."

Director of Education

WITH characteristic appreciation Edward J. Tobin has changed the designation of a Country Life Director of Cook County to "Director of Education." When he became county superintendent of Cook County, Illinois, seventeen years ago, there was a "deputy" with some assistant deputies.

Very soon Mr. Tobin entirely eliminated all suggestion that any one was subordinate to him, and designated each as "Country Life Director," and made each supreme in his district.

Now he eliminates all limitation to "Country Life," and magnifies them completely by using as noble a term as could be created. Not superintendent even, not deputy or assistant, or "Country Life" official, but "Director of Education," a bigger term than he himself has as their chief.

Gifted Children

By A. E. WINSHIP

THERE has been much whining about the neglect of gifted children, but practically no satisfactory demonstrations have been made of any schools provided for gifted children that have made as good records in personal achievement as are made by the public school in the same cities.

There have been many eminently successful demonstrations of saving generations and rescuing entire communities by public schools, but up to date the educational highway has been strewn frequently with the wreckage of attempts to give gifted children better education than that of the public schools in the same cities. Within a year one of the most famous schools for gifted children, upon which a vast sum has been expended, has been abandoned, and another, upon which millions have been expended, has recast its activities because it has not achieved what was expected of it.

Superintendent R. G. Jones of Cleveland is making a highly important attempt to demonstrate the possibility of getting better results by having gifted children by themselves than where they take regulation public school work.

Cleveland has a remarkable record in transforming experiments into demonstrations, and it has approached the problem of better work by gifted children more hopefully than has been done before, because the children are left in the school with the same public school atmosphere, and are grouped in small classes culled from two or three grades in the building.

The first serious attempt was made six years ago when twenty-five children were selected from the fourth, fifth, and sixth grades. There are now fourteen classes in the elementary schools with a total enrollment of 372 pupils and twelve classes in high schools with about 300 students.

This means that teachers with gifted children have about half as many children as the teachers have who have the non-gifted children. It is certainly reasonable to expect that a teacher with twenty-three children who were born brilliant would get better results than a teacher with forty-six children none of whom are supposed to be gifted.

It is highly interesting that a group of talented public school women have devoted themselves largely to this work; that they have provided a fund—not a tax-raised fund—with which special books and equipment are provided for these small classes of gifted children, which were not and could not be provided for the large classes of less gifted children by tax money.

This special work with gifted children is in the special care of Dr. Herbert D. Bixby, who gave special attention to these small classes of gifted children as did the other three assistant superintendents.

Above all this Dr. Henry Herbert Goddard of Ohio State University, one of the most famous specialists of the country, was employed to direct all phases of this work with gifted children, and visited these Cleveland classes of gifted children professionally frequently during the six years, and he has prepared a report of 226 pages, "School Training of Gifted Children," in Cleveland (World Book Company, Yonkers-on-Hudson, New York). This is a highly interesting book, showing important results when gifted children in small classes have better books and equipment than less lifted children have in classes twice as large, under the guidance of a professor of a State University who has specialized on exceptional work for many years and keeps a professional eye on these teachers and children every month.

This book should be read by every teacher and principal, superintendent and school board member, and taxpayers generally, in order that all schools should be reduced to classes of twenty-three; should have more and better equipment than schools now have; that a university specialist should be employed for two days each month and have entire charge of each of the six hundred children in the elementary and high schools.

It will be highly interesting to see what results are attained by all children when all children have every advantage that these six hundred gifted children in Cleveland now have.

The value of this Cleveland experiment will depend upon a comparison of these results when all children in Cleveland have every opportunity which these gifted six hundred now have.

Education may well claim rank in the national government equal to that accorded to Agriculture, Commerce and Labor. The true functions of these departments are no more executive and administrative than are those of education. All are essentially research and news distributing agencies, enlightening the public by collecting and disseminating significant and valid information of wider scope than any State could secure by itself alone. By their constructive influence on American life, they have fully justified the wisdom of establishing them.

—C. R. Mann, Director, American Council on Education.

Belding's Page

NEWEST 'VARSITY GAME

THE first great intellectual scrimmage between Yale and Harvard has drawn considerable notice from the press. Most of the write-ups were of a rather humorous, almost patronizing character. A contest in which the rival teams struggled on distant fields, with results not disclosed for several weeks, isn't so exciting as a game of football. Yet it enlisted earnest competition and helped to advertise the prime business of a university, which is not the training of legs and lungs.

Harvard's victory in the brain match is highly creditable to that institution. Unfortunately, however, it is almost impossible to frame tests which are equally adapted to men in two different universities. These literature examinations were of a character more familiar at Harvard than at Yale. So the mental superiority of the crimson must remain open for further proof, so far as these tests are concerned.

Here's hoping the award of $5,000 to Harvard library and the modest souvenirs given to members of the winning team won't stamp the new sport with horrid professionalism!

ONE MINNESOTA TEACHER

WHEN the nation's teachers gather at Minneapolis for their yearly conclave they will be shown glimpses of the splendid educational system of Minnesota. Few states can boast anything better than the best schools of Minnesota. Average standards are high elsewhere in that important sovereign empire.

A state which entertains one of these great conventions hopes for two kinds of benefits. The first is publicity. The second is improvement.

To get favorable publicity a state will open wide its doors of hospitality. It will exhibit its finest products. It will display its best schools.

On the other hand, the educators of the state realize that everything is not perfect within their borders. So they hope that their teachers will receive fresh inspiration and stimulus; that they will catch many dynamic ideas which they can apply to their own problems. They hope, too—do these thoughtful educators—that the laymen of their state will be so impressed with the magnitude and grandeur of education, that schools shall receive better treatment and support.

A letter which recently came into my hands in a roundabout way from a Minnesota teacher may help in some small way toward the objects which I have just suggested.

This Minnesota teacher, whose name and locality need not be divulged, appealed to an eastern railroad for some printed matter descriptive of the region which it serves. One of the railroad's officials, thinking the letter might have wider interest, passed it over to me for editorial use. The writer of the letter takes a wholesome attitude, and is evidently doing a big work in the face of heavy odds.

But let her speak:—

"Children in Minnesota, since the farm depression started, do not stand much of a chance to go beyond the eighth grade in school. Boys and girls alike are kept out in the spring and fall to help with farm chores and work. Although Minnesota has the most wonderful school system I have ever seen, it doesn't always work out in practice as it does in theory. For instance, a school may have three board members, all born in foreign countries, and none having children going to school. Such a board will often hire a young teacher because such a teacher is cheap.

"'Textbooks I have seen often on the shelves have copyrights twenty-five years old. I just discarded a set of maps like that from this district I am in, and they had *no new map of Europe since the war until this year.*

"Those children hear mighty little about their country except the rottenness of politics, and the gloom of selling products at a loss, bank failures, newspaper news with its glaring crime news. I do not exaggerate when I say that for a while they knew far more about the town that Hickman was from than they did about where Jefferson, Lincoln, Coolidge, or Al Smith was from.

"I undertook a 'Hero Project.' It grew in scope from little sketches made up of anything they could find outside of school textbooks regarding clever, useful things that men had done or were doing to make this a wonderful country, until the children from the first to the eighth grades were turning in reams of material.

"They came to discover that there were endless lines of endeavor, that one need not fight a battle, lead an army, slay a dragon, to make interesting reading. Of course Lindbergh helped to start things. But the children now understand fully the problems of the industrial world, and the outermost borders of the United States. It isn't just a little border of farms, with the problems of a Farm Bureau contending against a Farmers' Union. It is the problem of the Pennsylvania mines, the problem of enfranchisement of the negro, the problem of to have or not to have a navy that they are interested in.

"They see themselves standing in the Senate defending this bill, outlawing that. For a while it threatened to become tiresome, this game of playing at 'grown folks.' I saw the trouble was that they could not visualize things that they had no conception of. It was a lack of geography rather than a lack of knowledge of the subject. I sent to fifteen centres of industry for illustrated material. I was surprised beyond all words at the generous response. Thanks to several of the companies, we now have a wealth of pictures through which the children see things as they are today. Some of them, I believe, thought that Virginia ceased to be about the same time that Washington died."

Is there not an example here of what a teacher with vision and purpose can achieve in spite of poor equipment? Is there not material here which helps other parts of the country to understand the difficulties of the Middle West? And is there not a challenge, not alone to Minnesota, but to every state in the Union, to strengthen the weak spots in its program of equal educational opportunity for all?

Anson W. Belding

Associate Editor.

A School Surveys a State

Teachers and Pupils of Sackett School in Providence, Rhode Island, Unite in Carrying Out Ambitious, Worth-while Project

By WILLIS S. FISHER

Principal, Sackett Street School, Providence, R. I.

THE idea occurred to me while at the National Education Association Convention at Boston, that an exchange of projects would be interesting to pupils as well as being highly instructive. It interested Vergil Bufford, principal of Washington School, Granite City, Ill., and later met with the approval of teachers and pupils of both schools. All departments in the school were represented in the Rhode Island project, and each teacher and pupil participated.

Then began the research work for information covering a variety of subjects. Pictures were purchased, newspapers articles and pictures were clipped, photographs were taken, and several industrial plants were visited in quest of information and material that would be of value in the project. All this material was assembled by the pupils, under the supervision of the teachers, and eight volumes of well-organized and artistic work were the result.

Volume 1 consisted of "Our Rhode Island Birds" and "Rhode Island Wild Flowers." A list of the Rhode Island birds and their habitats, made by a member of the graduating class, from his own experiences, introduced the bird project. Field trips were made to Charlestown, R. I., for information, pictures, and snapshots of the Kimball Bird Sanctuary, erected by the Audubon Society. Pictures of the wild flowers were mounted, and short accounts of each were written. Special attention was given to those flowers that are most familiar to the people of Rhode Island. Original water color sketches by pupils of the fifth and sixth grades supplemented the printed pictures.

Volume 2 was devoted to topics referring to history of the state beginning with "Our Rhode Island Indians." This topic was illustrated by a map showing the locations of the various tribes. A short space was given to the treatment of the names of Indian towns and places still in existence. An Indian vocabulary giving the names of trees and rocks added interest. This was followed by descriptions of Indian life in regard to appearance, food, clothing, homes, games, religion, and customs. Snapshots, pictures, original drawings, Indian arrows, and stories of Indian landmarks concluded this section.

"Our Rhode Island History" covered a period beginning with the year 1524, when Verrazano first sighted Rhode Island shores, up to the close of the Revolution. Several pictures and original drawings were inserted throughout the reading matter. The landing of Roger Williams, Roger Williams preaching to the Indians, the battle of Rhode Island, the beacon at Narragansett Pier, the burning of the Gaspee and several other well-known incidents of Rhode Island history were the subjects of the original drawings.

"Our Rhode Island Heroes and Heroines" completed this volume. Detailed and illustrated accounts of Rhode Island's most famous characters were written. Some of the most prominent were Commodore Abraham Whipple, Admiral Esek Hopkins, Commodore Oliver Hazard Perry, General Nathaniel Greene, Ida Lewis, and Kady Brownell.

Parks and public buildings were the subjects of Volume 3. This book was of a pictorial character. Roger Williams Park, one of the most beautiful municipal parks in the country, received the most attention. Buildings that would be of interest to a tourist included the State House, Rhode Island School of Design, federal and city buildings, banks, and educational institutions.

Volume 4 was contributed by the domestic science classes and the extra-curricula activity classes. The problem of one of the sewing classes this term was the making of a kimono. This class contributed a full account from the cutting of the cloth to the finished kimono. The making of Johnny cakes from Rhode Island Johnny cake meal was described by a cooking class. Both these classes took several pictures showing corners of the sewing and cooking rooms. Boys of the school took pictures of the Ukulele, Harmonica, Health, Humane, and several literary clubs.

"Rhode Island Music and Musicians" was given a prominent place in Volume 5. Walter H. Butterfield, director of music in the Providence schools, John B. Archer, director of the Providence Festival Chorus, and Mme. Charbonnel were among those mentioned.

"English Activities" consisted of essays, the topics of which ranged widely. Some of these were: "My Favorite Poem," "From New York to Paris," "A Book Report," "My Favorite Playwright," "A Character Sketch," and others of equal interest. The fifth grade wrote friendly illustrated letters.

A map showing the locations of the lighthouses preceded the history and pictures of the most well-

known lighthouses. All these pictures were drawn by members of the class. Beaver Tail Light, Brenton Reef Light, and Point Judith Light are among the most important. This book also included shore resorts. Some of these, such as Block Island, Newport, and Narragansett Pier, are familiar to those living at points far distant from Rhode Island.

Volume 6 was a book pertaining to all angles of health work. "Leaping to Health through Physical Education" was the contribution of the girls' physical education department. Pictures of the gymnasium, folk dances, exercises, and games were taken. Special attention was given to the posture phase of the work. The posture mannikin, issued and made by Dr. Fradd of Harvard University, was used as a basis for teaching body mechanics. The boys' department emphasized the objects of physical education, its benefits and results, with photographs showing groups in formation, open order work, marching, and games. "Miss Providence Drinks from the Fountain of Health" was the title of a project on city health. The new incinerating system, the Scituate reservoir, the dental clinics, and several hospitals were given attention. "The Sackett Street Fresh Air School" outlined a program of the activities of a day in a fresh-air room. The history of the fresh-air room is particularly interesting to people of Providence, because this city was the first to establish fresh-air schools.

Volume 7 was devoted entirely to art. The first section of this book covered a period of art in Rhode Island before 1900, from Gilbert Stuart to Edward Bannister. The second section continued with the history of art and artists from the year 1900 to the present time. Part 3 was given over to the work accomplished by the Rhode Island School of Design. The art work of the seventh and eighth grades of our own school completed this book.

"Rhode Island Industries" was the subject of Volume 8. Types of manufacturing, imports and exports were illustrated by posters. The line of work developed in each town and city was shown in detail by a hand-drawn industrial map. A picture of the old Slater Mill, the first cotton mill in America, situated in Pawtucket, R.I., was drawn. Samples of the various manufactured articles, showing them in their several stages of development, were mounted. One exhibition consisted of the development of cotton cloth beginning with the raw cotton, showing eight stages ending with a baby blanket. Other lines so developed were rings, vanity cases, tools, woollen goods, rayon fabrics, georgette, celluloid novelties, and several lines of rubber goods. Articles were mounted, labeled and a general description given about each one.

This project was valuable if for no other reason than for the fact that it gave every pupil an opportunity to take part. As a result each child at Sackett Street School has added to his store of knowledge much valuable information, and has developed an intense interest in this little state of Rhode Island.

Teachers' Marks and Pupils' I. Q.'s

By G. C. HIGGINBOTHAM
and R. E. BUTCHER
Hominy High School, Hominy, Oklahoma

A FEW weeks ago after we had selected the ten per cent. of our enrollment who ranked highest in scholarship, for nomination for membership in Oklahoma High School Honor Society, it occurred to us to compare the standing or accomplishment of this group as indicated by their teachers' marks in their academic subjects for the first semester of the current year with their mental abilities as shown by their I. Q. ratings. We wondered just how nearly each student of the honor group was working up to his or her ability. In short, we proposed to find out the degree of correlation between the teachers' marks for the first semester of the current year and the I. Q. ratings of the individuals in the selected group.

We first translated the teachers' literal grades into numerical grades and then constructed a graph showing the average of the scholarship grades and the I. Q. rating of each pupil in the honor group. On the graph we let the median I. Q. rating coincide with the lowest average passing scholarship grade, which is 75 in this high school. We calcuated by the standard method the correlation between these two series of items to be .41.

Then it occurred to us to compare the mental abilities of the upper ten per cent. group with the mental abilities of the lowest ten per cent. of the pupils in the high school, ninth to twelfth grades, inclusive, as indicated by their I. Q. ratings. We found the I. Q. range of the upper group to be from 86 to 127, while their median I. Q. was 109.5. The range of the I. Q.s of the low group was 77 to 107 and their median I. Q. 97. The range of the scholarship grades of the upper ten per cent. group as shown by their teachers' marks for the semester was 90 to 98, while the median of their grades was 95. The range for the scholarship grades of the low group was 65 to 80 and the median was 75.

Next we were curious to know whether the

degree of correlation between the scholastic standings for the semester and the I. Q.'s of the lowest group would be the same as the degree of correlation for the same series of items for the honor group. We constructed a graph as described in the second paragraph above for the lowest ten per cent. group and calculated as by the previously mentioned method the degree of correlation of these items for this group to be .036. We also calculated the correlation between the scholastic standings and the I. Q. ratings for each grade in the high school. For the freshmen it was .36; for the sophomores, .26; for the juniors, .21; and for the Seniors it was .52.

Finally we wondered (perhaps our wonder was fathered by a more or less subconscious traditional wish) if further investigation would not show a higher degree of correlation between the two sets of items for the honor group than for the ten per cent. with the lowest I. Q. ratings. Certainly, we thought, in the very nature of things pedagogically, the honor group must be more nearly working up to their mental abilities as shown by their scholastic grades and their I. Q. ratings than were the sluggards in the "submerged tenth."

However, a careful calculation by the same method as previously mentioned showed a *negative* correlation of .56 for the laggards. This could only mean that as the I.Q.'s of the lowest ranking ten per cent. mentally showed a decrease their scholarship grades showed a strong tendency to stand more and more above their I. Q. ratings.

In conclusion, then, if these calculations may be accepted as reliably indicating the facts in a real situation and granting that the teachers have not consistently given to the lowly ones, out of pity or sympathy for their lack of ability, higher marks than their actual lesson achievements have merited, they show that the ten per cent. in the high school who have the lowest I. Q.'s are working and accomplishing academically up to and beyond the standard accepted in this high school for students of their mental abilities; and furthermore, the study shows that the honor roll students are *not* working up to the standard of accomplishment which the school might and doubtless should maintain for students of their mental abilities.

To which group do the greater honors really belong and why, is another question, not impertinent, we believe, arising from this study.

What Is the Secondary School Curriculum?

By PHILIP W. L. COX

PUBLIC school teachers and administrators are a humble and unassuming lot of people. Else they would not be so ready to admit their incompetency.

Even among practical schoolmen a ready acceptance is given to the oft-repeated assertion that educational practice is twenty-five years behind educational theory. Likewise, there is a ready submission to the assumption that independent "private" schools are leading the way, are breaking new ground of educational practices, so that the clumsy, lumbering and rather stupid public school may be improved by a dull imitation of the private school practices; they may follow the path beaten for them by the pioneers.

Now there is no gainsaying that there is some truth in these two widely accepted assumptions. But they are at best but half-truths; in effect they are well-intentioned slanders on the character of a great pioneering group—the American public high school men and women.

True, not all of them are pioneers by aspiration or by practice; indeed, it may sometimes seem that very few of them have any marked spirit of adventure. But still less could any informed person seriously maintain that the secondary school faculties of so-called "experimental" private schools seek eagerly to depart from trodden paths of standardized academic subject matter and conventional methods. Whatever may be true of the curriculum of the primary and intermediate grades in the independent schools, it is nearly if not quite impossible for private high schools to do any considerable pioneering. College entrance and Regents' requirements and examinations and the conservatism of private school parents and their aspirations for respectability of formal education compel the private school to conform to type far more than the public school is obliged to do. This statement must not be taken to indicate a lack of appreciation of the notable contributions to methodology and socialization of content of conventional subjects, history, mathematics, foreign language, English, and the rest. Nor does it overlook the adventitious and occasional fundamental contribution such as Professor Hughes Mearns of New York University carried on in creative expression while he was in the Lincoln School of Teachers College.

The public high school practices have progressed under pressure of unprecedented conditions, but the progress has been truly amazing. In any broad conception of the term, high school theory is not in advance of high school practice. The truth is that the public high schools have outstripped theory. The poor dazed "educational leaders"—college professors of education and experimental school experts—are largely engaged in cloistered life of research, the preparation of clever and brilliant speeches, the writing of arti-

cles and books about needed changes in the school as they knew it two decades earlier. A few of them are girding their loins and setting forth in an attempt to understand and to appreciate the public high school, and to reconstruct their philosophies so that they may comprehend these surprising adjustments that the high schools have made.

They do well to hurry, for even as they seek the path to follow, the vital high school is making new adjustments in a dozen different directions to supply the educational needs of pupil-groups that they are now discovering, and to improve the opportunities of pupils of whom the school has been conscious, but whose needs are difficult to meet. *These adaptations typify the new broad curriculum; they are as yet informal and vital.* The State Department may issue syllabi and examinations for conventional and even for new high school subjects; the Board of Education and superintendent may set forth graduation requirements; the theorists, seeing only the "narrow" curriculum, may rave because these conventional subjects seem to be stupidly taught, or poorly graded, or of little social value. But meantime the schools have been expanding the curriculum so radically that one wonders whether state or city officers, college professors, or even the high school administrators themselves appreciate the significance of this broad curriculum.

When chemistry is offered to dull normal girls at Washington Irving High School as Mr. Shellard is doing, so radically changed in content and method, and of such intrinsic value that these girls work eagerly and purposefully and successfully, each to the limit of her capacity, then we have a change that the experimental schools know not of, and for which no college professor can claim credit.

When the pupils who are failing through discouragement at De Witt Clinton High School are taken in hand by Miss Mandel, who teaches them to win over all obstacles, we are dealing with a curriculum that is new.

When Miss Reed at Bay Ridge becomes adviser of a freshman class and so inspires, and checks up, and satisfies an entire class as to do away with "flunkers," the curriculum that she uses needs new definition.

In progressive high schools are found service squads, honor societies, general student organizations, athletic councils, secretarial groups, almost innumerable literary, musical, and social student-clubs, home-room groups, advisory systems, "clinics," assemblies, co-operative control of rooms, playgrounds, and corridors, student publications, and adaptations to the many aspects of neighborhood relationships. When all of these are taken by the high school as opportunities for learning, for stimulation, and for exercise with satisfaction of desired skills, attitudes, and knowledges, then they must be reckoned to be component parts of the school's broad curriculum.

And so there is needed an answer to the question that is raised here. What is the high school curriculum? For if the implied assumption of the "scientific curriculum makers" that subjects make up the curriculum is unsound, then the needs for change in the secondary curriculum must be broadly conceived, and must be checked against the new and as yet barely discovered actual curriculum practices of the broad curriculum.

The high school has been pioneering in a somewhat hit-and-miss fashion; it has been working under pressure and restrictions that may have hampered progress, but, paradoxical as it may be, without which there might have been no progress at all. Due to these very difficulties, adjustment-problems have arisen and the school has been forced to meet them, and so have pregressive curriculum changes come about.

Some of these problems have called for new subjects or for changes in old subjects. Thus, the introduction of commercial subjects and special adjustment in the commercial and industrial fields have been made in order to meet the problems involved in the too rapid elimination of pupils from publicly supported educational institutions, and to avoid or to overcome the public criticism that existing mal-adjustments have caused. Such curriculum adjustments have been of great importance, but they were made experimentally and empirically; university schools of education gave little or no leadership, nor did any private experimental schools show the way. Commercial and vocational education are only now gaining adequate recognition in Schools of Education.

It was McAndrew and the faculties of the Washington Irving High School, and doubtless other principals and faculties, too, who saw in the School Assemblies and other such affairs opportunities for pupils to get direct practice for membership in extra-school institutions. But this was back in 1905 or perhaps earlier. So far as I know "our leaders" in university schools of education began to catch up to this procession in about 1918; many of them haven't caught up yet; and some of them don't even know where the procession is!

Inter-school athletics present ever present problems that must be dealt with realistically by school principals and faculties. Fraternities, school publications, stealing in locker-rooms, rowdiness and discourtesy, truancy, tardiness, ill-health, and a dozen other mal-adjustments present problems in their true settings. Such problems present acute complications that call for practical, immediate solutions; such of these solutions as succeed may result in an institution broader in conception and more effective in performance than anything the philosophers and prophets have devised.

It is frequently asserted that modern education is based on the social philosophy of John Dewey. It seems to me that statement does not quite agree with the facts. Is it not true rather that the schools have been working out their procedures empirically and that the successful procedures have been found to accord with Dewey's philosophy? If a student committee-procedure in dealing with school assemblies works successfully, the principal may need to justify this method of solving problems to his superiors or to his school-parents. It is then that he seeks authority, and may find it in Dewey's dictum; the school cannot be a preparation for social life except as it reproduces within itself situations typical of social life.

Many are the instruments by which the school promotes the mental and physical health of its pupils and of the community, and by which it encourages the pupils to gain knowledge and to exercise with satisfaction the skills and attitudes that make for social efficiency, for worthy uses of leisure, and for good will. Some of these instruments may be thought of as curriculum, some as administration. But to the boy and girl it is immaterial whether their experiences are gained under one classification or the other.

If we define the curriculum from the point of view of the persons being educated, one must conceive all educative school experiences to be curricular. The secondary school curriculum comprises activities and experiences provided by the community through the school to prepare all the normal children of early adolescence for participation in civil life, and to secure for every individual the maximum self-realization consonant with the welfare of the group. This means, on the one hand, the selective preservation of the social inheritance; on the other hand, the gradual improvement of society.

Such a definition is very inclusive. But it is scarcely more inclusive than the public high schools are in actual practice making it, or must inevitably make it during the next few decades.

However, further modifications are needed. The pupil eliminations from the secondary school are still too great; communities are restive, and school boards and political leaders are sensitive to the dissatisfaction of parents of eliminated pupils.

After all, society is the stimulator of educational problems; the school modifies its curriculum by striving to solve these problems. And the great problem that faces secondary school administrators and teachers is the determination that all adolescent boys and girls have the right to remain in school and to be given educational opportunities according to their capacities and needs.

In 1923-24, of the 125,377 high school pupils in New York City, 40.9 per cent. were ninth graders, and 10.2 per cent. were seniors. For New York State the condition was worse, and for the country, at large, it was only slightly less unsatisfactory. Allowing for deaths, for repeaters and for excess of transfers into private school over transfers into high school, surely less than one in three of those who are in the ninth grade remain to the twelfth. Unless radical economic and social changes take place, one must face the time when fully twice as large a percentage of entering pupils will complete the high school.

Here will be problems of adjustment even more complicated than those met so far. And it will surely mean that the time-honored "curriculum" made up of organized courses of study to be mastered by the selective reading of books and solving of abstract problems, will decrease in importance as compared with the new educative opportunities in the fields of social participations, of concrete experiences with mechanical appliances, and of artistic expression in music, art, dramatics and the rest.

The high school of the future will provide opportunities for adequate physical, emotional, and intellectual responses for all the boys and girls whose parents or guardians may be willing to maintain them in school. The goal of education will be not such that pupils will know things, or merely be able to do things, as it will be that they shall *desire to know, to do, and to be.*

The complexity will not grow less. An ever more complex society makes probable evermore frequent and significant mal-adjustments. And mal-adjustments stimulate creative spirits to modify the curriculum.

Education is the reconstruction of experience. School experiences are the curriculum. Hence, if one experiences more vitally football and service-squad than he does Latin synopses and quadratic equations, then the former are more truly the curriculum than the latter.

What one desires to do, tends to be the important thing now and in the future. The secondary school curriculum is the experiencing with satisfaction of participations, and learnings, and reflections for which one is adequate in ability and in previous learnings, so that one may desire to go on sharing, and doing, and thinking, and seeking the truth.

Education is not something to be got and certified; the curriculum is not something to be mastered. Education is a wanting of right things and a better ability so to control all the forces of nature and ourselves that we can satisfy these wants. The high school curriculum includes all of the means and instruments by which every child is led to want better ways of acting and responding and which give practice to each one in so acting and responding, according to his impulses, interests and capacities.

Why Private Schools Thrive

By WILLIAM E. CHANCELLOR
Cincinnati, Ohio

WE HEAR so much about the marvelous and gratifying growth of schools on public support that the prosperity of private schools is lost to view. Yet they multiply faster and increase in enrollments and income faster than do public schools. What is the explanation?

First, the private school can and often does stand in loco parentis to the pupils in circumstances where otherwise the education of the youth can scarcely be accomplished. This is true alike of the private day school and of the home school with entire control of the pupils. Widows and widowers, employed parents, divorced parents, invalid parents, guardians of orphans, military, naval and other official families, traveling men, very rich men and women, avail themselves of private schools to care for their boys and girls, their young men and women. In some instances parents send their children to private school almost solely because such schools in our cities now often send busses to the homes, which relieves fond mothers of fear lest their small children be injured in auto accidents and their grown daughters be kidnapped by gas-hawks.

Second, the private school sets up an economic aristocracy by excluding the children of the poor. Many parents or others relatives believe that their children will make better friends and have better prospects of business and of marriage by going in the private school set. One vivid memory comes to me of a wealthy family in Cleveland. Innocently I suggested that their beautiful daughter of fifteen years did not have a long walk to the splendid nearby high school, whereupon each of the parents indignantly turned upon me at breakfast with remarks virtually the same, and in a few minutes it became plain enough that the family was spending more than a thousand dollars a year on tuition in order to avoid degrading associations with youth of exactly such families as each of the parents in fact had as origins. And the father, a corporation lawyer, had met the mother when a girl in common high school with himself. They had lifted themselves to higher levels, and their children should know nothing else.

Third, the private school can and does specialize in individual instruction. This is its best justification. The teachers do take personal interest in each boy and in each girl. They are selected for this purpose; their skill in class instruction is secondary. The differential psychology is real to all private school teachers of experience. Thereby many an eccentric boy is made ready for college.

Fourth, the private school can and does take care of the extreme cases alike of superior talent and of deficiency. Genius is not confined or rebuked. Feeble wits are not merely endured but helped. The private school for incorrigibles is not so named, but it exists and thrives.

Fifth, the payments to teachers for their services are on the differential economic basis; the teacher gets what he or she is worth on the market. The annual salaries of some private school teachers are so large as to astonish public school teachers. Of course, at the other end of the scale, many private school teachers receive much less than the state minimum laws prescribe for public schools. Not a few heads of private schools have become rich. Most private schools are completely commercialized; they are run for profit; but many of them are run with high intelligence. No teacher who works entirely for the pay lasts long in the private school, for the disposition of such a teacher prevents the service that the employer demands.

Sixth, the private school can and does experiment in freedom. There is no board of education to be considered. It is true that parents often make demands, but it is also true that most parents in fact make no demands at all and leave the school to do as its faculty decide. A course set for eight months can be shortened to six or lengthened to ten as the teacher thinks best. Textbooks are wholly under the control of the school itself.

It is small wonder that the private school selecting both teachers and textbooks as it pleases can and does sustain the competition with the public school so successfully.

There is one private school in this country that definitely suggests to its patrons that it does not care for pupils who do not have at least a hundred dollars a month spending money, and does not care to have in attendance students who will not spend that much wisely for books, travel, theatre, etc. The average expenditure is four thousand a year, and the waiting list is two years ahead without any guarantee that even so a worthwhile applicant will be given the rank desired. A brilliant, wealthy youth will slip in ahead of less desirable ones, and the parents are all on notice accordingly.

In this view there is no chance that for a generation or so, if ever, the public school will become the universal instrument of education. Older than the public school, free, supported by taxes, managed by public officers, the private school, closed, exclusive, expensive, is more than maintaining itself in a rivalry without any feeling on either side, a rivalry of emotional indifference but of no small intellectual concern.

Training For Better Speech

By JACQUES W. REDWAY
Mount Vernon, N. Y.

COMMON usage, which is quite as fickle as fashion in apparel, has decreed that a host of words shall not be pronounced as they are spelled. Therefore, the pronunciation of English words has been undergoing a steady and persistent deterioration, and the whims of usage are sometimes beyond reasonable explanation. There is not a valid reason why the final syllable of "indict" should be pronounced differently from that of "predict," nor is there a reason why a syllable of "Pharaoh" should be dropped, or why the final letter of "rhomb" should be sounded, while it is silent in "comb." Laziness in speech is positively the explanation. When "rhomb" is as commonly used as "comb," doubtless the final letter will become silent. Still more to the point: Why have the last four letters in "tough," "cough," "through," "thorough," "plough," and "hiccough," a pronunciation each peculiar to itself? Usage as senseless and as tyrannical as the dictates of fashion has decreed all these anomalies, and suffering humanity must follow its demands. Usage has decreed that the consonant "c" shall have the sound of "z" in "sacrifice," of "s" in "vice," of "k" in "can," and that it shall be silent in "muscle." The consonant "f" becomes "v" in "of," and "g" may take upon itself the duty of "j." Except that it preserves a similitude of its original sound at the beginning of a word, or of a syllable, "r" is becoming a lost sound. Even those who are meticulous in the niceties of pronunciation make no distinction between "father" and "farther"; and final "r" almost always is silent. The sound itself is absent from many languages, and it is likely to disappear from the English tongue. One may wander through the long vocabulary of words found in an unabridged dictionary and discover illogical instances by hundreds. Of the twenty-six letters which now compose the alphabet twenty-two are used silently in various words.

For our alphabet we are indebted to Rome and the Roman conquests that commercialized central and western Europe. Greek influences added "x" and "z" to the Latin alphabet, though "z" seems to have belonged to it in early times. The Greek "Theta" took the form of "th," and practically all Latin words with these initial letters were adopted from the Greek. The consonant "k" occurs in earlier Latin, but seems to have been supplanted by "c" except in a few words. In early Latin "c" had the force of "g. "J" came into the Latin alphabet during the middle ages; "v" originally did duty for itself and for "u." The vowel "y" was adopted during the time of Cicero to represent the Greek "Upsilon."

The Latin alphabet has become the instrument whereby thought is expressed in the greater part of the commercial world. It contains sound values that did not exist in early English speech; it was and is deficient in sound values now in common use. The sound represented empirically by "ch" did not exist in the Latin alphabet; "th" is a rather poor substitute for the Greek Theta. A "Theta" once had a place in early English, but it was discarded. On the whole, the Greek alphabet would have been better adapted for the reproduction of English sound values. Unfortunately, however, there was not an occupation of Britain by Greek merchants and traders.

In the lapse of time the changes in our mother tongue have been so profound that the speech of the time of Chaucer is almost unintelligible today. The twenty-six letters now comprising the English alphabet are inadequate to represent the sound values in common use. Of these Dr. Vizetelly finds forty-eight; in a popular school dictionary the number set forth is sixty-five. In the latter, eleven sound values are given to "a." As a matter of fact, of the four sound values most commonly used, three are historic and geographic. The "a" in "art" is of Celtic descent; and, so far as pronunciation is concerned, the educated Irish speak the purest English. The "a" in "at" is a lazy deterioration of this sound value. The "a" in "all" is an earmark of the northern Celtic invasion; it is the sound value of the Scot. The "a" in "fate" is a diphthong and its sound value is equivalent to the continental "e," as in "prey." Possibly it is a relic of the Norman invasion.

In order to preserve the effects of phonetic decay, expansion of the alphabet by the use of digraphs, diacritical marks, and additional letters has been proposed. It is difficult to represent the niceties of pronunciation by means of characters, however; and as deterioration goes on an expansion of characters must take place to meet it.

A better way would be to arrest deterioration, which in the ninety-and-nine times is due to lack of training. The human voice may be preserved for all time, and it is within the prerogative of orthoepists to establish standards of pronunciation that may be made available in every home and in every school. The award of a medal to the veteran actor, Otis Skinner, for purity of speech—pronunciation, enunciation, and clarity—suggests great possibilities. With the aid of phonographic records of his voice millions of hearers could train themselves to better qualities of speech; and millions of pupils could be trained to the best standards of pronunciation. It is worth the effort.

My Experience in School Politics

By C. W. MEYERS

A LITTLE city of about 1,500 population in the corn belt of the Middle West first illuminated to me what may be termed school politics. For a few years before, as teacher, I had been working away without discovering such appendages to school systems.

A year before the World War a promotion came to me in the way of a superintendency of schools in this little city. I had studied in the College of Education at the University of Illinois the summer before, and one course that I pondered over very seriously was school building and sanitation given by Professor Horace A. Hollister. I learned all about janitors, school building sanitation, and the like. During the first week of school I noticed that the janitor did not measure up to the ideals I had read about. Daily I told him of the ideals, adding that my instructions were based upon learning in the great university.

Little did I know of his hobnobbing with the president of the Board of Education. He thought that his position was secure regardless of the superintendent's instructions. I determined to have the building clean if I did nothing else. I spotted my supporters on the board, registered my complaints, and knocked the janitor about as much as he did me. Neither of us took our troubles to the Board in session, the only proper way, which I learned since.

In February of the same school year at a meeting of the Board I was asked to enumerate the janitor's deficiencies. I did, and a vote was taken which dismissed the janitor. He was soon on the police force. I wondered how he could ever get such a job. He looked everything but a "cop." My eyes began to open to politics.

I did not know that this janitor controlled the votes in a certain section, and that he helped to elect the Board. He managed all elections in his precincts. He did not canvass the teachers, however, but the president always did to "find out how they stood."

I formerly took part in school politics, but the last four years I have stood and watched the human scene pass by, remaining inactive, holding my position, and receiving promotion on merit only. The scene becomes very interesting, indeed, at times.

This was not all of my political experience in this city. I noticed that nearly all paper and other school supplies were purchased through the store owned by the president of the Board of Education, and were sold at retail prices. Also, teachers had friends on the Board. Janitors are not the only politicians. An inefficient teacher held her position because she had a few friends on the Board and gave no grades below ninety-five. The grades were usually around ninety-eight and a half. She was even too lazy to get to the building on time. But, after her several years of service, the Board was relieved by her marriage, preferring that to the new pace set in the schools, no doubt. The next teacher suffered because she rated the pupils conscientiously. This teacher did not stay long because the difference in rating created public sentiment against her.

After the war I found myself in charge of schools in a farm-mining community of about 3,700. I wondered if a larger place would not have less school politics. To my surprise I found my former experience more than doubled. I found on the next Board the politicians, the "watch dog" of the treasury, the "soft spot" for complaints, and all the rest. At this stage in my school career I was yet young and looked younger. In this system were teachers old enough to be my grandmother. Especially one, I believe, thought I needed her guardianship. She prided herself on the fact that the Board always liked to have her meet the incoming superintendent before they hired him. When I was sent for to call on the different members of the Board I, "by chance," met this woman on the street. Little did I know at the time that I was "passing in review." I suppose I made a good impression, for I got the position.

This woman visited my office daily, asking for this and for that—always for regulations in her favor. Some were small, such as being released from reading circle work on account of her "nervousness," etc. She was a fine old lady, and things went well until school ground supervision was to begin on a certain Monday. She thought it unnecessary to go on the grounds, for she had supervised her part of the yard the past forty years from her window without difficulty. By the way, she had taught nearly every member of the Board when they were in the fourth grade. While I was away at a superintendents' conference she had induced a few other teachers to go with her to call on the Board members. They went, registering their complaints. Their argument was that they might take cold or pneumonia, and the Board would lose money hiring substitutes. When I got back the president related the whole story, and assured me that as far as he was concerned the Board would back my ruling. I made sure by following in their tracks, and every point they objected to I refuted, thinking it best for the pupils. We had ground supervision as long as I stayed. But their little machine affected my successor, and he did away with the activity for a while. It is now there to stay.

My experiences there were numerous. Here is

another: A teacher, the author of a primer, was teaching in the system. And, of course, her textbook was being used, although it was twenty years out of date. Her methods and the content of the text were not in harmony with modern pedagogy. I asked the Board to adopt a book favored by the majority of the teachers. The Board did. War began! I avoided this teacher's room, for every time I came near her she related the good qualities in her publication and tried to undermine all other texts. One Saturday she made her rounds calling on the Board members, not alone to sell her book, but to condemn the superintendent. Poor old maid! I had learned something of the school politics at this stage. I followed her, selling myself and the other book. I carried my Board 100 per cent.

Although the president of our School Board had many good qualities I did not like everything he did. He was a Democratic politician and postmaster. He used every possible means to gain votes. Often he used the schools to gain popularity. He tried to pose as mediator between parents and teachers to gain favor. For example: One day an enraged patron brought him her child's report card. He patted the woman on the shoulder and said: "Leave it to me." His plan was to secure the good will of the parent and thus cultivate her friendship to handle all her relatives' votes. I instructed the teacher to call on the parent, which she did. The teacher satisfied the parent and had the honor of handling her own affairs.

At the close of the second year I was married, which necessitated a substantial increase in salary and which the Board would not pay. We moved to a place about the same size which paid a third more salary. This was an ideal small city with the very finest of people, in the midst of the best fruit-growing section of the state. The schools were modern, having been for several years under the supervision of a man from Columbia University with a master degree in education. The city was as clean of school and municipal "politics" as I ever expected to find, but now and then a little came under my observation. Observation! That was all. I did not participate, but merely let it pass by. It did very little harm.

But the human scene began to stage before me as I sat back looking and listening. I found another poor excuse of a janitor. He was a "fine old man" and the building and grounds committee knew it, too. I tried to reform him, but failed. Every superintendent had worked on him with no avail. He is still there, the same old man. He did not have enough pep to get out many votes, but he always "voted" all his relatives, and was always on the side that a certain Board member was on. This member was the only politician on the Board. I had learned that it was impossible to get rid of the janitor, so we tried to get all the work out of him possible and let it go at that. I knew that teachers, principals, and superintendents would be fired before the janitor would.

My human scene now moves to a mining community of about 11,000 population. This city contains some very fine people, and also some good, bad and indifferent. The people seem to be alive.

I find that the larger cities have problems similar to the smaller places. In an Illinois city of about 50,000 Board members still think they have to supervise the janitors. Why? There is a purpose. The best is not always sought for the school children. Their own gain is what they seek. While sitting in classes at the State University one can learn of the same kind of trouble in Denver, Detroit, and Chicago on a larger scale.

The city in which I am now located has the reputation of having a continuous political turmoil. Every year they change two Board members and a president, and a complete turnover is the result every three years. (Seven members compose the Board.) Every year a group of teachers and a few principals and sometimes the superintendent lose their places due to the change. Then some of them failing in re-election continue to reside there, and get out tickets to elect men who will reinstate them. This has been going on for years.

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Several years ago I heard of a city of about 11,000 population talking about not needing a superintendent of schools. A promoter of this idea was elected president of the Board last spring. He is also against adequate taxation, and helped to put his niece back on the pay roll. I am his superintendent now. I must show him that a superintendent is a necessity and that I earn my money. And so the ball rolls. I have survived one year and am on my second.

Three years in this city seems to be the life of a superintendent. The nomination and election of my predecessor the first time was due to the fact that his wife had several influential relatives in the city. His third year's stay was made possible by a publishing house representative, a resident of the city, controlling the election of the Board members.

My predecessor lost some of his popularity by advocating increase in tax rate. Also a newspaper was against him for not giving them any of the printing jobs. Printing is now divided equally between the two dailies to secure both their cooperation for free school publicity. The tax rate was increased after four or five trials. Many people complained that the Board wanted the extra money to increase their *salaries*, and to raise the superintendent's remuneration. The Board failed to explain fully to the public and even tried the "eleventh hour" politics.

The county in which this city is located is one of the richest counties in the state, has the highest school tax rate, and the per capita cost is only half of the state average. The trouble can be explained by the mines being just outside of the school district and that the assessed valuation of the city's property is practically the same as in a city near there with one-third as much population. A teacher informed me that she knew of a whole block that was not assessed.

A new building was built this year which cost about a fourth more than it would have in other cities because of the absolute control of the organizations. An outside contractor had to bid high in order to pay his local unions in case the contract was awarded to him. Consequently all contracts went to local people at high rates. The "sealed bid" rule might not have been carried out either. The architect was a college friend of one of the members of the building and grounds committee.

An attendance officer was elected last year who was affiliated with the same church as some of the influential Board members. He lacks efficiency, but is a fine fellow, and does what he can to secure the co-operation of the parents. That is about as far as he can go.

During my first month of school administration in this city a patron called at the office and tried to gain a special favor by having his son admitted to the first grade. I told him we did not have any rules to admit the boy, as he was under age. He suggested that we make regulations to cover the case or maybe make an exception. I did not. He finally volunteered to inform me that this community had a School Board election every spring and that sometimes patrons got out tickets that would fail to elect the superintendents. I at once told him that all parents looked alike to me, and that I was for the children (all alike) first, last, and always; and if any Board did not see fit to re-employ me, I was ready to move. He later proved to be one of my best friends.

Teachers in the primary grades complained about children entering the grade too young by giving false date of birth on enrollment card. A rule was passed by the Board requiring birth certificates the first year. Physicians had not registered the births according to law, and in some cases took parent's word and issued credentials, making themselves popular with a certain class of folk at the expense of the schools. An affidavit from the parent was also accepted. In one case a mother swore to a falsehood, but her conscience kept her awake at night and she did not send her son until he was of the proper age. We found that 12½ per cent. of the parents connected with the first grade misrepresented their children's ages to admit them to school earlier. We found one child who was four when the age limit was five years and eight months. One child who failed to get promoted to second grade and who had been in school a year was excluded because he was still under age. Some physicians issue certificates of disability to pupils who do not like to go to school. We combat this procedure by demanding that they attend the class for the handicapped. We have provided for the education of *every child* in the community. We have bus service for those unable to walk. Our orthopedic teacher visits the sick room of those unable to attend school.

Such is my eight years' experience in petty school politics in small to larger cities. Many more interesting incidents could be recalled. All educational systems have their problems and always will have, some more and some less. They are all similar, only as the system grows in size the number of problems increases, and in many cases they increase in complexity. As long as there has been a school system petty politics has played its part. The solution and correction of these problems are big undertakings.

Personal and Professional

AGNES WINN, executive secretary of the Department of Classroom Teachers, National Education Association, has inaugurated a new achievement. She is editing and publishing the News Bulletin of the Department of Classroom Teachers of the National Education Asosciation, 1201 Sixteenth Street, Washington, D.C.

Miss Winn is efficiency personified when it comes to a knowledge of classroom teachers. She knows and sympathizes with all their problems, and understands the many complications that teachers must wrestle with.

The News Bulletin will mean much to Miss Winn in her effort to keep in touch with the 200,000 teachers who are members of the National Education Association.

WILLIAM DRAPER HARKINS, professor of chemistry, Chicago University, wins the Willard Gibbs gold medal, which is one of the most prized awards in the realm of science. It is named after Josiah Willard Gibbs, professor of mathematical physics from 1871 to 1903.

After having been associated for years with the Massachusetts Institute of Technology, the University of Montana and Leland Stanford University, Professor Harkins became professor of physical chemistry at the University of Chicago. His scientific papers include more than eighty contributions to various branches of chemistry and physics.

In 1915 he proposed a theory which has met with wide acceptance by which he was able to calculate how much energy was involved in the transformation of one element into another.

For example: If it should prove possible to convert by human devices a pound of hydrogen into helium, the amount of heat liberated would be equivalent to that obtained from the burning of 10,000 tons of coal—an amount sufficient to heat an ordinary house for 500 years.

He has shown definitely that the ninety-two elements known to chemists are not the simple substances once thought to be, and has proved that chlorine, obtained from common salt, is a mixture of substances with identical chemical properties but different densities.

H. R. ZIMMER of Pasadena has invented or created Radium Atomite, which is much more powerful than nitro-glyerine, or T N T, and can be produced at much less cost than any commercial blasting substance now in use, and it is perfectly safe.

M. N. TODD, superintendent, Lawrenceville, Illinois, is widely known because while in Murphysboro he put on an elaborate building program, saw the elegant new township high school destroyed by a tornado which was regarded as a national calamity. He carried on the campaign for rebuilding the plant. A year ago he was elected at Lawrenceville as superintendent of city and township systems at a salary of $6,000. He has recently been re-elected for three years at an increased salary.

V. T. THAYER, Ohio State University, has written one of the best studies of educational development that we have seen produced in a quarter of a century. It has been well said of his book on "The Passing of the Recitation" (D. C. Heath & Company) that it aims to disturb those blind champions who see nothing but the virtue of their favorite plan. He is one of the best informed of those who have written on educational transformations, is brilliantly sane and fascinatingly refreshing.

HENRY HERBERT GODDARD, Ohio State University, author of "School Training of Gifted Children" (World Book Company), has magnified his specialty of studying the individuality of the child of low and high intelligence in service in various educational institutions until he has a longer record as a specialist in a wide range of interests than has any other school man or woman, and his present study of the Cleveland demonstration of public school attempts to have "gifted children" have extra opportunities to intensify their talent is likely to be the most important service that he has rendered as a specialist.

FRANK L. EVERSULL, for six years principal of the Woodward Elementary School, St. Louis, has accepted the principalship of the Junior and Senior High School, East St. Louis. He graduated from this school in 1910. He is the youngest principal the school has ever had, and is the youngest principal in the city. There was genuine rejoicing when he accepted the principalship.

EDWIN O. GROVER, professor of books at Rollins College, Winter Park, Florida, and director of the Rollins College library, will give a course of lectures on "The History of the Book," at the "Bread Loaf School of English," at Middlebury College, Vermont, during the summer session of the college. Rollins College affords Mr. Grover the opportunity to use his varied and brilliant talent, and he carries to this modernized academic institution an important creative activity. The friends of Mr. Grover who have appreciated his genius these many years rejoice in this new opportunity for service that is so congenial to him and so valuable to the school world.

School Problems

Edited by a School Executive

143. Do teachers need training in the teaching of their subjects as well as general training in teaching? (California.)

Yes, most certainly they do. General training in teaching is necessary, but not enough. In teaching any subject there are certain techniques best adapted to that subject, and the young teacher loses much time in finding out by trial and error which to use and when and how. Some subjects require nearly all problem and project procedure and very little drill, others much drill and little appreciation procedure, and the teacher student needs definite help in working out the most effective ways and means of proceeding with his subject before he tries it out on his class.

The German way of apprenticing student teachers out to fine teachers in their particular subject has much to be said for it.

144. Do you think teachers should receive credit on their salary increase for travel as well as summer courses? (Tennessee.)

Yes, I do. The way of handling the situation presents some difficulties, but so does any new problem, and I think it could be worked out. A trip across our own country with the remainder of the summer spent in our national parks, or a summer spent in Europe, presents more opportunities for growth than any college summer course of which I know. The amount and kind of travel needs to be decided on, of course.

145. How much participation in forming school policies do you think teachers should have? (New York.)

Teachers should have a large part in forming educational policies. That is not only an accepted policy throughout the country, but we have found that it is impossible to form sound educational policies without their assistance. They know the concrete needs and have control of the application with its corresponding check in the classroom. On policies of administration and supervision they are not ready to give as much assistance, although their reactions are very valuable. Courses in administration and supervision for classroom teachers with the purpose of making clear the plans and problems of school leaders are going to do much to increase understanding and co-operation between teachers and supervisors and administrators. Such courses and study are going to make it possible for teachers to participate in policies of organization more than they can now. Teacher participation in any line of school work in which she has an opportunity for understanding is most valuable.

146. Where should silent reading begin to predominate? (Idaho.)

Some authorities are beginning to say in the third grade. The fourth grade is generally agreed upon, however. From here on oral reading takes less and less time and silent reading stressing comprehension as its primary purpose with vocabulary building a close second grows in amount. The mechanics of reading are carried on and a wealth of exposure to kinds and amount of reading fitting the reading power of the child as it grows. We are back to "learning to read by reading," only on a scientific basis.

147. Do you believe it is practical to ask grade teachers to teach sewing? (Maine.)

I know it is—I see it done with fine results. If you can have a sewing supervisor call once a month so much the better. If this is impossible choose a teacher in each building who has natural talent and some experience in sewing and give her charge of the work. With enthusiasm and a good course of study she can get on nicely. This is practical particularly in grades five, six, and seven.

148. What do you consider the greatest problem in supervision? (Wisconsin.)

Inefficient teaching. It arises from various causes all the way from lack of capacity to teach to refusal to work. It is a supervisor's great and constant problem to improve the teaching. Just now it is popular to call it the learning situation, but it is all the same thing. You don't teach until some one learns. It is the primary focus of every supervisor on which she trains all her powers of investigation, inspiration, recognition and demonstration. Somehow she must improve the teaching. That, as a rule, is her first and biggest job.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Discontented Fir Tree

(From the Norwegian)

On the very edge of a dark wood a little fir tree grew strong and beautiful in the warm sunshine of a summer day. Its dark green needles quivered when the wind touched them and gave forth a happy little sigh, which, like a flower's breath, perfumed the world about with that sweet, spicy odor which one who has smelled it never can forget. Above the little fir towered the old mother tree, straight into the sky for a hundred feet, the pride and beauty of the woodland roundabout. In spite, however, of its noble mother, of its own shapely form, and the sweet scent of its quivering needles, the little fir was most unhappy. Looking across a little ravine it could see the heart-shaped leaves of the silver birch, fluttering and dancing in the slightest breeze. "Alas," cried the little fir. "Would that I had leaves like the silver birch. See how they hang like spangles in the sun. I am tired to death of these sharp, thin needles that I wear." The voice of the little fir reached up to the mother tree and in a low hum she answered: "When the winter comes, the birch leaves will be torn away by the angry wind, but your delicate needles will remain more beautiful than ever to remind the world of returning spring." "That's all very well for you to say," said the little fir, "but I am tired of my needles and will never be happy until I get leaves like the silver birch." Now it happened that the great wood-spirit was abroad. He heard the complaint of the foolish tree and answered it. In a second the beautiful green needles had dropped off and in their place sprouted silvery heart-shaped leaves that danced and spun in a breath of the wind. Hardly had they covered the little tree, however, when a gray goat walked out of the shadowy woods. There was something very, very strange about him, for the tops of his curved horns seemed to have a golden light in them and his silver hoofs left no cloven tracks on the soft, brown pine-needle floor. Moreover, he seemed to grin as he shook his long beard and walked up to the tree. "Crunch! Crunch!" went his jaws, and in no time at all the little fir was stripped of its glorious foliage and stood naked, with all its little brown branches sticking out on all sides like funny fishbones. "O dear," wailed the little fir, "this will never, never do. I must get leaves that even a hungry goat cannot eat. Oh, how I wish I was covered with leaves of pure gold." "Silly child," murmured the old mother tree. "Gold comes to the woodland in the fall and then only for a few days, for the greedy old wind steals it all away and piles it in his treasure chests under the roots of the old oaks." "But mine must be real golden leaves that even the greedy wind cannot snatch away," said the little fir. Of course the powerful wood-spirit was not far away. In a second the slender limbs of the fir were sagging under the weight of solid gold leaves. No matter how the wind blew they hung heavy and dead, but shone with the lustre of beaten gold.

However, before the little fir could decide whether it liked its new leaves or not, a man strode out of the forest. There was something queer about him, too, for he had funny little horns on his head, and his feet, instead of being ordinary feet, were the silver hoofs of a goat. As he walked, he, also, left no tracks on the soft, brown pine-needle floor. With a shout of joy the man began picking the leaves and putting them all in a big bag which was slung from his shoulders. When he had finished not a single leaf was left, and again the little brown limbs of the fir tree stuck out on all sides like funny fishbones.

"O dear, dear," cried the little fir, "what a dreadful world. I have had my lesson. I was never meant to be anything but what I am." "Is there anything more beautiful than a noble fir tree?" murmured the mother fir. "If I only had back my little needles," said the little one, "I would never complain again." Of course the wood-spirit was still close by. In an instant the baby fir stood clothed again in lovely, sweet-smelling spills, while out of a sack a funny looking man emptied a pile of golden leaves into a little hollow beneath a horse-brier.

"It will be a beautiful, happy world," sighed the mother tree, "when we all cease from envying our brothers and strive, instead, to make ourselves just as beautiful and useful as we ourselves can ever be."

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Avarice

The philosopher broke his hard crust in two and gave one part to the dog that looked up at him.

"When the hands stretch forth constantly for earthly things," he said, "from what source can the spirit gather wealth? The treasures of the earth must be under constant guard, but those of the spirit repose in the treasury of God.

* * * *

"In a far land a beautiful temple sat upon a hill. In the soft shadows inside its walls the green torquoise eyes of a golden-bronze idol flashed balefully in the light that flickered at the tip of the tall candle.

"There were patches of pale, beautiful light on the bare shoulders of the god and on both high cheek bones, but the merchant, where he squatted, and the king where he stood, saw only the pale glitter in the green eyes.

"Was it not true that those green eyes held a powerful charm? Through centuries of men the word had been passed on that he who possessed the eyes would never suffer bodily harm.

"The tall, dark-skinned priest who stood before the stone of sacrifice looked solemnly out over the bowing heads. He held a curved knife in his right hand whose edge could split a butterfly in two upon the wing.

"A dead lamb lay on the flat stone.

"The merchant that night called his most trusted slave to his side.

"'Ibrim,' he said, 'these are troublesome times. The persons of rich men are not safe. I know not when some scoundrel, attracted by my jewels and rich jade, will plunge a dagger in my heart. Because you love me, you go with me, tonight, to the temple on the hill. The bronze idol does not need those protecting eyes, for no dagger can pierce his metal skin.'

"The merchant laughed feebly at his joke, but the eyes of his servant bulged slightly and his hands twitched.

"The sombre priest listened to the whispered words of the merchant's slave. A bag of gold clinked sweetly in the gloom as it dropped on the tile floor.

"The lips of the priest came close to the slave's ear.

"'The gold is yours. Go quickly and carry this news to the king. Tell him not that I sent you. Fail not, for the green eyes of the god will see your infamy.'

"The king listened with a smile twisting his soft lips. He clapped his hands sharply. Two huge Abyssinian guards rushed in.

"'Strangle this slave,' he said sharply, 'and send in my servant Efram.'

"'The merchant,' he said to Efram, 'will steal the green eyes of the god tonight. Suffer him to do so. Watch over him lest the charm be broken. Follow him and when the time comes,

slay him and bring me the eyes.

"The merchant wondered at the absence of his slave, but his camels waited in the court. They were fleet and strong. Before dawn he would be beyond pursuit.

"In the gloom of the temple he climbed on the lap of the bronze idol, then sat astride the cold right shoulder and with a dagger pried out the pale-green eyes.

"As he clambered down, sprawling against the idol's chest, a light shone on him and an arrow darted under his right arm and clicked sharply against the bronze ribs of the god. With a cry the merchant slid into the surrounding dark.

"The sun rose on the caravan far out upon the gray sands. The eyes of the merchant kept turning to scan the rear, but they were not keen enough to catch the tell-tale dust of the servants of the king, for it rose up from his own camels' feet.

"On the fifth day the merchant left his tunic, with the eyes sewn in the hem, upon his camel's back while he slept in his tent during the great heat of the day. When evening came the merchant was dead.

"The king received the green eyes from his faithful slave.

" 'You have done well,' said he. 'Go now and rest.'

"He clapped his hands sharply. 'Strangle him,' he said to his huge guards.

"But the king did not feel safe. He peered into the faces of those about him for signs, yet he found none. Even the cool eyes of the dark priest held no hint of the secret that he bore.

"By day he kept the green eyes close to his heart. At night he fell asleep with his right hand clasped about them. Gradually a great fear came over him. So long as he kept the eyes upon his person he felt safe, but what would happen should he, in an unguarded moment, depart from them? In having the protection that their presence gave he felt the menace that their loss would bring upon him.

"At last he could bear the strain no longer. The voice of the sightless idol called for its eyes. He would return them to their sockets before the sun rose again.

"It was cool and dark in the room about the idol's feet. The king sprang upon the stone of sacrifice. As he reached up to replace the eyes in the black sockets in the idol's head, something sighed behind his back. Fear gripped his heart. His arms fell and the green eyes bounced three times each upon the tiled floor.

"The next day, at dawn, the bell roared from the minaret. The dark priest stood with a twisted smile beside the body of the king where it lay across the stone.

" 'Behold,' said he, 'the eyes of the god where they have fallen from the wicked hand of the king.' "

* * *

The old philosopher rose. "The damp evening air is not helpful to my bones," he said, "but I feel like laughing just the same, when I recall how, when the enraged people had carried out the body of the king and thrown it in the ditch, the dark-skinned priest slapped the bronze idol on the leg and said: 'What a dumb old fakir you are sitting there all day with your wide-open green eyes.' "

I suppose you would not believe it if I told you the eyes winked.

The Scarlet Tanager

A bright visitor from the skies dropped down to earth this morning clad in scarlet robes. His wings were as black as night, but his song was as cheery as the first rays of the sun. The visitor was a scarlet tanager, that most beautiful of birds, whose gorgeous coloring seems to bring a touch of tropical sunshine into our northern woods.

What a happy, cheery little visitor he was! Seen against the soft green of the birch trees he became now a flaming scarlet tulip suddenly taking wings, now a burst of darting flame that burned but did not consume. As though wishing to show his beautiful breast more clearly he flew into a tree almost above my head. He looked down at me sidewise out of his bright black eyes. He chirped a cheery good morning and then went to work. It was as though he said: "This is a happy day, isn't it? Everything is all dressed up in its spring finery. I am dressed up, too. But, dear, dear, this won't do at all. What a terrible condition these trees are in. No one to care for them all winter. Bugs everywhere. I mustn't waste a moment. Good-bye! Good-bye! Cheep! Cheep! See you again tomorrow."

Away went the scarlet body between the velvet black of throbbing wings. The scarlet tanager, while filling the whole woods with the glory of his loveliness, was not forgetful of the duties that life had laid upon him.

An Apology

Dreamer of dreams, born out of my due time,
Why should I strive to set the crooked straight?
The idle singer of an empty lay.
William Morris.

The poet questions! What a tremendous thing to ask the human mind! "Why should I strive to set the crooked straight? The idle singer of an empty lay." In nature all things are straight. The road winds, it is true, and the petals of the flower are gently curved, the wing of the distant gull is like a sickle harvesting the clouds, the golden apple on the tree leaning across the pasture gate is beautifully round and yet all these things are straight because they express most unfailingly the fine, straight, perfect plan from which they spring. Man alone can bring the crooked into life. He, alone, can make the winding road, the wings of the far-off gull, the petals of the flower, the fruit of some lovely tree serve purposes of hate or greed or tyranny. The crookedness is, therefore, in his own soul and flows out from that as from a corrupted source. Is then the poet a singer of an idle lay, the magic of whose words lifts up the downcast spirit, sets before it a new light and helps it on its way? It is in the dream the dreamer dreams that the future finds the seed that blossoms into noble things and no man is born out of his due time whose influence, though buried for a thousand years, climbs out at last into stalk and leaf and flower to glorify the thoughts of men.

The Kindred of the Nations

Not long ago I talked to a very noble man who had traveled far and studied much and knew many, many things. We were speaking of ancient people and how they lived. My friend said: "Those ancient Greeks knew little of the real meaning of love. They lived in a world of hatred, a world of masters and slaves. They always had their hands on a weapon. They did not hesitate to kill one another, in fact they took human life more freely than the cultured people of today take the innocent lives of the dumb creatures that live about them." I could not deny that much of what my friend said was true and yet, as he spoke, the vast mob of which his words were true seemed to fade away. The master followed the slave, the king his defeated enemies; the shouting and the oath died into silence and upon the field of history stood a small body of high-browed men and women; they were not of the common kind. There was the high light of noble nature in their eyes. They were the worthy ones for whom the rest made but a shadowy background of struggling humanity. One man was speaking. It was Aristophanes, the poet, the dreamer, the thinker of high thoughts. His words, as they reach down to us, redeem his age of blood.

"From the murmur and the anguish
of suspicion with which we vex
one another
Give us rest," he cried.
"Make a new beginning,
And mingle again the kindred of the
nations in the alchemy of Love,
And with some finer essence of forbearance
Temper our mind."
—Aristophanes.

EDUCATION IN ACTION

Canton School Educates Foreign-Born Chinese

There is a school in Canton, China, that is believed to be unique in education. Its students are Chinese, born abroad, who have returned to the land of their forefathers, ignorant of its classic language and its culture. The students come speaking English, Spanish and other Occidental languages, but with little or no knowledge of Chinese. They also bring their foreign customs, amusements and sports. Some of them had Occidental mothers. The school is the foreign students' department of Ling Nam University, a purely Chinese institution, which has organized this department for teaching "foreign" Chinese. Students are registered from five continents. Regarded as foreigners in the land of their birth, they are classed as "foreign devils" by the Chinese in Canton, for they are different in temperament from the natives, either because of Occidental blood or foreign upbringing.

Working Way at College Termed False Economy

To wait on table, tend furnace, sell papers, jerk sodas and at the same time study toward a college degree is a life that many Americans will defend, for perverse reasons, as ambitious and deserving of credit. But quite bluntly, says an article in Century Magazine, it is a life both vicious and absurd, a life quite unworthy of a free man's interest or devotion. Even Theodore Roosevelt, most strenuous of modern livers, inveighed against the folly of trying to work one's way through college. His advice to the intellectually ambitious young man was: "Take a job for a couple of years, save enough money to allow you to study leisurely until your funds are gone, then repeat the process." And until every impecunious student can get a fat scholarship, Roosevelt's counsel will be the soundest advice a young man can heed. Anyone who has drudged through college for his board and room knows that under such conditions life, study, food, youth and happiness are sorry myths. One job is enough for any man. Two means a thinning out somewhere. Three means slavery.

Repudiate Debts Owed Teachers

After gradually dropping more and more in arrears, so that it finally owed its whole teaching staff twenty-six months' salary, the Peking National University has made a "new beginning" by formally repudiating these old debts, starting all over again—with promises of regular full salary payments in the future. This repudiation, which in the cases of most teachers averages well above $4,000 each, has created serious individual problems. Many of the teachers had been virtually existing on long-time credit, and others had borrowed money from friends and from banks. Now these teachers must personally shoulder these debts or go through bankruptcy proceedings. The salary repudiation has been received with great bitterness by all of the staff, and many able professors have refused to continue teaching and have sought other situations.

Missouri Proposes To Reform Schools

The one-room rural school will pass from the Missouri picture if the proposed school reorganization plan is made effective. The objective is to provide a four-year high school term for every farm boy and girl in the state by combining the 9,152 rural districts into fewer than 2,000. According to Charles A. Lee, State Superintendent of Schools, the present Missouri districts were laid out in 1853, when there was not a high school in the state. The population shift has made some districts unnecessary and there are more than 4,000 where the average attendance is less than ten pupils and several where there are none at all. The new project calls for an up-to-date "consolidated" plan as used in Iowa and Minnesota, where high schools with four-year courses, including agriculture, domestic science, domestic art, and farm mechanics, are available. The districts will provide transportation for pupils who attend the lower grades.

Turkish Schoolboys Will Study A to Z

The Turkish schoolboy is to join those of many other lands in learning an alphabet beginning with a and ending with z instead of the "elif to yeh" of the Arabic. This is the latest enactment of the Turkish Parliament which under the leadership of Ghazi Moustapha Kemal Pasha has been westernizing Turkey. The matter has been under consideration for two years and this Parliamentary session has decided for immediate adoption of the numerals of the Occident to be followed next year by the adoption of the Latin alphabet. Newspapers will be printed partly in Arabic and partly in Latin characters and the latter will be used for all official documents. Fifteen years will be allowed this nation of 14,000,000 souls to accustom itself to the new letters before the use of them becomes obligatory.

Communist Pupils Want Free Lunches

The second district convention of the Pioneers, the Communist organization for the children of workers, closed recently in New York City after the approval of many resolutions on state, national and international questions. The convention was attended by about sixty children of grade school age. Delegates from New Jersey and Pennsylvania made brief speeches, reporting the progress of the movement in the schools, and exhorting other delegates to present "a solid front against capitalism." Most of the delegates assailed the school system and demanded free cafeterias and longer lunch hours. The delegates approved resolutions on the following questions: Child labor, unemployment, state maintenance of the children of the unemployed, military training and the Boy Scouts, greetings by cable to Chinese revolutionists, greetings to Sandino, unqualified support of Soviet Russia, sympathy to all miners.

One School in Utah Runs Session for $2.70

Education does not come high in at least one Utah school. The total cost of the school to date is $2.70. This amount represents the total cash outlay for the second session of the school conducted at the Utah state prison. Two years ago the University of Utah extension division undertook the arrangement of classes at the prison, with teachers volunteering their time. Enrollment was optional, and eighty-four prisoners availed themselves of the opportunity for advancement at the second session. The subjects taught this year included: English, public speaking, arithmetic, bookkeeping, general science and Americanism.

Native-Born Teachers For San Salvador

A law in San Salvador prohibits the teaching of geography, history and civics in schools and universities by other than native-born instructors, according to a recent report.

Students Ought To Meet Costs

Colleges in which the students themselves will pay the entire cost of their education were advocated by Dr. Trevor Arnett, a trustee of the University of Chicago and formerly vice-president and business manager of the University. Dr. Arnett, who is a member of the General Education Board and the author of a number of treatises on educational finance, stated that, "heretofore most of the students were planning to devote themselves to public service of some kind, but now that the majority expect to enter some remunerative employment for which a college education is supposed to fit them better there is justice in requiring them to pay the cost. Persons desiring a college education and capable of benefiting by it, even if unable to pay for it at the time, should be enabled to obtain it through scholarships," he continued, "and also by means of loans which they would be required to repay when they had become financially able, which might take a period of 20 to 30 years."

Cuban Educators Study Backward Pupils

The department of public instruction of Cuba has appointed a commission to organize a plan of instruction for backward children who are attending regular public schools. The commission will also take steps toward the providing of special training for teachers of backward children.

High School Deans Rejected

By an adjournment while Mrs. Jennie L. Barron, a member, sought a hearing, the Boston School Committee recently refused to consider a petition by the Boston League of Women Voters for the appointment of "deans for girls" in the city high schools, or to refer the request to the city superintendent for study. Francis C. Gray, chairman, declared the proposal was the same as that for "girls' advisers," which was rejected several months ago.

Gene Tunney Talks On Shakespeare at Yale

Studying William Shakespeare with some one else to do the thinking is like training for a boxing bout on ice cream, Gene Tunney, heavyweight champion of the world, told Yale men in Professor William Lyon Phelps's class in Shakespeare recently. Tunney, fulfilling a promise to talk to Yale men in Professor Phelps's class on his studies in the writings of the playwright, said that he had to read a play many times to understand and appreciate it. He took "Winter's Tale" as an opener, and read it ten times before he got real value out of it. So much is said in so few words, Tunney explained. Since then he had read all the master's works. Although Tunney's coming to Yale was kept a half secret more than 500 students crowded in Harkness hall, the ordinary capacity being 225, and hundreds were outside. Never in the history of Yale had there been such earnest and vigorous effort to attend a lecture on Shakespeare. In the throng outside were several unlucky wights who had decided to cut the Shakespeare lecture, not learning Tunney was to talk, and repenting too late, found themselves barred from the class of which they were members.

Yale Increases Faculty Salaries

President Angell has announced that the Yale Corporation had increased by $500 the salaries in each grade of the assistant professorships and associate professorships and had raised the minimum salary for full professors from $5,000 to $6,000. These are the grades in which, it is felt, the need for larger salaries is most pressing. The salaries affected include those of eighty-one assistant professors, thirty-four associate professors, and twenty-six professors, a total of 141. These additions, the announcement said, are over and above the advance in salary already given by the university during the current academic year to eighty-seven members of the Yale faculty and the combined increases involve an additional expenditure of $166,000.

California Children Too Wise for Stork

First grade children in the South Santa Anita School, Temple, Cal., are too worldly wise to believe in such an antiquated institution as the stork. This was learned by the teacher, Miss Jeanne Williams, in attempting to get information as to the birthplace of her pupils. "I was born in a clothes basket on top of a clothes line," was the startling statement of one little girl. "My mamma found me in a drawer,"

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One principal who has seen a copy of PENNIE, read the book to second and third grade assemblies. He agreed that there has never been a story available for these younger pupils that could hold their spellbound interest as PENNIE did, from the first words to the end.

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solemnly declared a little boy. Another young man was even more sophisticated. "That's all wrong," he declared, after listening to the replies of others. "People are always born in cities. I was born in Chicago."

All Lynn Teachers Must Be Residents

The School Committee of Lynn, Mass., has voted that no one not a citizen of Lynn at the time of the election shall be elected a member of the School Department unless they agree to become citizens within a year. They further voted that no one shall continue in the service of the public schools of this city unless he or she is a Lynn citizen or becomes one within a year. This order affects more than 100 teachers who are already in the service of the Lynn Public School Department. Apparently their only way out is to change their residences and live within the city limits of Lynn.

Athletes First In Studies

College students who participate in athletics do not suffer scholastically because of their sports, according to the results of a survey at Rutgers University. The survey included the college records of 256 members of the class of 1926. Athletes received a higher average grade during the four years than non-athletes, according to the survey. It was also found that a larger percentage of athletes received degrees than of non-athletes and that the intelligence rating of athletes was higher. Both groups studied had carried approximately the same number of hours of study.

TRAVELERS select the Great Northern for its wonderful location in Chicago's "loop". They return because the large comfortable rooms, homelike environment, attentive service, excellent food and moderate charges make it an ideal hotel.

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TREND OF THE TIMES

ENOUGH ICE is piled around the antarctic regions to cover the entire surface of the world to a depth of more than 100 feet, in the opinion of Professor W. Meinardus, of the University of Goettingen. He believes that ice has been accumulating there for a quarter of a million years or so. If all the ice were melted, it would raise the ocean level approximately 100 feet. The weight of the huge ice pack is estimated at twenty quadrillion tons.

MOTORISTS in certain parts of Pekin, China, are visibly reminded that the speed limit is fifteen miles an hour, by means of grim warning signs at various street intersections. Hung with the legend, which is written in English and Chinese, are boxes containing the heads of chauffeurs who have violated the speed laws.

AFRICAN home life has been disorganized by the advent of the whites, writes Raymond Leslie Buel in "Foreign Affairs." The sudden impact of these two races in Africa has created social problems of the most serious nature. The native's resistance to disease has declined. New maladies have been introduced, such as tuberculosis, and old disease has been extended, notably sleeping sickness, which hitherto had been localized. The power of the white man has taken the authority of the chief and destroyed the respect of the native for rules of conduct which previously held the tribe together.

RADIO LANES will be well policed by the time Autumn arrives. The "traffic cops" of the ether are to be given more precise and accurate measuring apparatus; they will be furnished with test cars so that they can travel from city to city and even into remote sections to determine how the broadcasters are behaving.

AMERICAN population of China at the beginning of 1928 numbered 8,659, a drop of more than 3,000 from 1925, according to statistics compiled by American consular officers for their districts. The peak of the American population in China was believed reached in 1923, when their number totaled 12,530.

NEGOTIATIONS have been completed by an American agent with King Amanullah of Persia for a group of American financiers to industrialize that country, according to an announcement by the agent. Formal approval of the United States Department of State has not yet been secured. He also asserted he was able to secure valuable concessions, sought also by British, Russian and French interests.

LEAGUE OF NATIONS committee on the World War issued a pamphlet at Paris putting the total loss of life at 37,000,000. The killed were 10,135,000, while births diminished 20,450,000 and mortality increased 6,106,000. The total money cost was set at $362,500,000,000.

OLD AUTOMOBILES numbering more than 2,000,000 are scrapped annually in the United States, according to data published by the National Automobile Chamber of Commerce. This means that there is a yearly replacement market of this size regardless of any approach to the talked-of "saturation point" to new buyers.

PRESENT CENTURY will see a new form of economy—co-operative—as the nineteenth century experienced capitalistic economy, Premier Mussolini recently declared. He paid high tribute to the abnegation of Italian working classes in accepting reductions in order to contribute to winning the "battle of the lira."

TIN CAN civilization has sprung up among rural Moroccans, replacing the age-old mud huts and tents. Until a year ago they lived under tents made of rags and sacking, but now they proudly show visitors their new homes made of discarded oil cans. There are no windows or chimneys in these Arab huts and when cooking is done indoors the smoke is expected to find its way out through the door. With the squares of tin soldered together and shaped, there is little penetration of weather.

YOUNG JAPAN, in increasing numbers, is condemning the Japanese system of arranged marriages and turning toward the marriage system of America and the West. For many centuries all marriages in Japan, save among the very lowest classes, have been arranged, either by parents or by professional marriage-brokers. The whole system is at variance with romantic conception of marriage idealized by the Western world, and Japanese youths and maidens are showing a growing determination to choose their mates according to their own inclinations.

The BOOK TABLE

OURSELVES AND OUR CITY. By Frances Carpenter. Cloth. Illustrated. 206 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

"The Journey Travel Club" has taken children to many lands in such a way as to have them think it is a joyful vacation instead of a school assignment, and "Ourselves and Our City" in the same spirited way makes the wisest and most delightful acquaintance with every important phase of city life as attractive as is the first airplane a child sees.

Children have seen fire engines, policemen, garbage collection, street watering, postmen and other city workmen, but they have meant little to him, but this beautiful book makes the city in which he has been living suddenly blossom out like an apple orchard in its season.

ALGEBRA REVIEW EXERCISES. Especially Adapted to Preparation for College-Entrance Examinations. By Josiah Bartlett, Gilman Country School; George W. Creelman, Hotchkiss School; Cecil A. Ewing, Tome School; Ernest E. Rich, Lawrenceville School; George R. Wilson, Taft School. Under the Editorial Supervision of Islay F. McCormick, The Albany Academy. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

We have seen nothing more significant in schoolbook making than Islay F. McCormick's bringing together the highly efficient achievement in mathematical instruction of Josiah Bartlett, George W. Creelman, Ernest E. Rich, Cecil A. Ewing, and George R. Wilson.

No preparatory school can retain its fame on the reputation of the past. It must "deliver the goods," in the language of the day, by meeting the highest standards of today, and Dr. McCormick of Albany Academy has demonstrated this heroically in these "Review Exercises in Algebra."

THE NEW SECOND READER. By Eva A. Smedley and Martha C. Olsen, both of Evanston, Illinois, School System. Illustrated by Matilda Brewer. The Smedley and Olsen Series. Chicago: Hall and McCreary Company.

Miss Smedley, teacher of literature and dramatics, and Miss Olsen, primary supervisor, have had much to do with the professional fame of Evanston. From the first, in all of their school work, they have the highest results in the simplest and most direct way. They have worked together, keeping the same pace of progress, always a little ahead of the procession, and their "New Second Reader" is thoroughly new in content, with nothing that has been in any other reader, with nothing that children have ever seen or read, entering some new fields in old ways and many old fields in new ways.

THE UNIQUE CHARACTER OF AMERICAN SECONDARY EDUCATION, THE INGLIS LECTURE OF 1928. By Charles Hubbard Judd, University of Chicago. Cloth. Cambridge: Harvard University Press.

Dr. Judd, the master-mind of today in educational thought and expression, is at his best in this Inglis Lecture, and he has produced the one classic in the portraiture of the evolution of secondary education in the world. He has shown clearly and stated brilliantly how the United States leads all other countries in the creation of opportunities for youth that in this country and in every other country are eagerly seeking access to higher education.

He says: "That the American high school is accessible to all classes in society is a result of the fact that the desires of the common people come more readily to expression under the conditions of American life than under the rigid conditions of older social orders." Thus Dr. Judd reveals in a few words the distinction between the educational opportunities of the New World and the Old World.

He magnifies this thought in a sentence that is even more illuminating. "The secondary schools of the world are the outgrowths of the *urge for higher things;* they are also in a peculiar sense reflections of the social and economic conditions in the countries in which they exist.

"Elementary schools are much alike in all civilized countries. The secondary schools and the universities of a nation are the institutions which give distinctive character to its educational system. We can understand secondary schools only when we understand the social system of which they are a part.

"The conditions of life in Europe are so thoroughly systematized that the individual has little or no escape from the classification imposed on him by inheritance. . . . The American high school has as one of its chief characteristics a flexibility which no other secondary school in the world exhibits."

Dr. Judd closes his remarkable presentation of the personality of American secondary education with this really wonderful paragraph:—

"I believe in a system of secondary education which has universal accessibility and maximum flexibility. I believe that we should put forth in this country all the energy we can command in the effort to supply the oncoming generation with the most stimulating ideas that we can offer. I believe that this duty will be most fully discharged by *enriching the curriculum.* I do not believe that the highest form of training is secured through mere sequential drill. I believe it is possible to stimulate the minds of pupils to independent thinking and that such thinking is the highest achievement of an educational institution."

ACTIVE CITIZENSHIP. By James A. Woodburn, Indiana University, and Thomas F. Moran of Purdue University. Cloth. 374 pages. Illustrated. New York, Chicago, Boston, Toronto: Longmans, Green and Company.

The world's progress in civilization, in industries, in education and every other way is seen at a glance by following the new schoolbooks. It is almost tragic that any book had to be made yesterday. Here, for instance, is a book on "Active Citizenship," and it treats of "Television," a subject undreamed of when any book was made five years ago. Not only are there new things that must be learned, but active citizenship is active in a new way almost every day. New York and Michigan have a new way of eliminating the habitual criminal by inprisoning for life after four convictions. This includes bootlegging as a crime, and no textbook is late enough to suspect the possibility of such a law.

"Active Citizenship" promotes the activity of citizenship by the elimination of much traditional inactivity, which tends to cling tenaciously to schoolbooks. It is high art for authors and publishers to know how to make way for the inevitable new by slighting the inefficient but time-honored old.

For example: Immigration information, active and inactive, is a good illustration of an author's skill in elimination.

"Active Citizenship" is a captivating title, and authors and publishers have heroically tried to confine the treatment to active ways and means of promoting active citizenship.

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GRINS BETWEEN GRINDS

Helpful Suggestion

"Willie," said the Sunday school teacher severely, "you shouldn't talk like that to your playmate. Had you ever thought of heaping coals of fire on his head?"

"Gee! No, ma'am, I hadn't, but it's a peach of an idea!"—American Legion Monthly.

Hence the Heat

A visitor who came into a business man's office gasped: "My goodness, this place is a regular oven!"

"So it ought to be," grunted the other, "it's where I make my daily bread."

As Tommy Sees It

Five-year-old Tommy, who was traveling on a Pullman car, had been put to bed in an upper berth. Awakening once during the night, he was asked by his mother if he knew where he was. "Of course I do," was the reply, "I'm in the top drawer."

His Contribution

Twenty children from one of the London slums had been entertained at a charity dinner, and afterward each was asked to sing or give a recitation. All went well until it came to Billy Pott's turn.

"Come, now, Billy; we should like to hear you recite or sing," said a lady, encouragingly. After a moment's pause, the young guest answered:—

"I can't sing, lidy."

"Then what can you do?"

"Well," replied Billy, getting up and preparing to take off his jacket, "I aren't used ter singing, but I'll fight any of the other kids in the room!"—John O' London's.

Without

The policeman entered the cafe and with great dignity announced to a man at one of the tables; "Your car awaits without."

"Without what?" retorted the rather loud-mouthed gentleman.

"Without lights," said the policeman. "Your name and address, please."—Vancouver Province.

All Modern

"Will you marry me, dearest?"

"Certainly. Companionate, trial or fight-to-a-finish?"—Life.

Model Pupil

"Now be careful, these canoes tip over very easily."

"Would it be safe," began the girl timidly, "to—to—"

"Yes?"

"To shift my caramel to the other side of my mouth?"—Montreal Star.

One of Them

Wife (showing husband expensive fur coat)—"One really can't help but feel sorry for the poor thing that was skinned for this."

Husband—"I appreciate your sympathy."—Tit-Bits, London.

Correct

Teacher—"What is the difference between ammonia and pneumonia?"

Bright Pupil—"One comes in bottles and the other in chests."—Exchange.

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Why Go to High School?

By Superintendent E. C. Broome.

You have arrived at an important turning point in life where you must decide this question: "Shall I continue my education by taking a high school course?" The opportunity comes but once, and you should decide wisely.

You cannot tell what the future may have in store for you; but you can be sure, however, that an education is the best investment of your time. Seldom you meet a man or a woman who regrets having had a high school education; and among your own acquaintances you can find many men and women who are sorry that they did not continue their education beyond the elementary grades.

You may ask: "Does a high school education pay?" The daily papers and current magazines give evidence that each year of increased schooling results in increased earning capacity. In dollars and cents there is no question that high school education pays. Boys and girls who go to work from grammar school find themselves forced to take the less desirable positions and often drift into blind alley jobs with but slight opportunities for advancement. Today a high school education is a prerequisite for all professions and many business positions.

Today, also, citizenship has a fuller significance than it had many years ago. It requires a broader culture, more extensive information, ability to appreciate the finer things in life, also resources within oneself to make proper use of leisure time. A high school education is directed to such ends.

The time to get a high school education is NOW. The modern high school offers a wide choice of subjects. You should have an aim in life and plan to prepare yourself to attain that aim. For your first term in high school you will find in this pamphlet several courses arranged to meet certain aims. Later you will find among the high school teachers men and women of wide experience, splendid training, and clear vision, to whom you can go with your problems for advice and assistance.—Circular sent to Elementary School Seniors of Philadelphia.

Sugar From the Air?

What will the chemists promise the world next? We now hear that German chemists are experimenting to find a way to make sugar from the air. This sounds preposterous. It certainly has the symptoms of a very fanciful fairy tale, for whoever would think that sugar could be made out of so thin and imponderable a substance as air? It sounds like the wildest dream of the imagination.

But it is not only possible, say the chemists, but it has been done! It occurs in nature every day. Plants have been making sugar out of air and water since the beginning of things, so to speak. For sugar, as any chemist will tell you, is nothing but a compound of hydrogen and oxygen (which is all water is) plus carbon.

This, furthermore, is exactly how it is done, according to Webster's New International Dictionary: "Sugar of some form appears to be the first carbohydrate formed by green plants through photosynthesis, which is the process of constructive metabolism by which carbohydrates are formed from water vapor and the carbon dioxide of the air in the chlorophyll—containing tissues of plants exposed to the action of light." Chlorophyll is what makes the leaves of plants green.

If plants can do it, the chemists assert, so can we, if we can only find out how it is done.

Meetings To Be Held

JUNE.

18-22: American Federation of Organizations for the Hard of Hearing, Betty C. Wright, 1601 35th Street, N. W., Washington, D. C.; St. Louis, Mo.

25: American Federation of Teachers, Florence Curtis Hanson, 327 S. La Salle Street, Chicago, Ill.; Chicago, Ill.

25-27: Ohio State Teachers Association, F. E. Reynolds, 428 Chamber of Commerce Building, Columbus, Ohio; Cedar Point, Ohio.

JULY.

1-6: National Education Association, Minneapolis, Minn.

1-6: National League of Teachers Associations, Annie Kate Taylor, 914 Martinique, Dallas, Texas; Minneapolis, Minn.

1-7: National Association of Visiting Teachers, Lois Meredith, 8 West 40th Street, New York City; Minneapolis, Minn.

24-27: National Association of Teachers of Colored Schools, Clinton J. Calloway, Tuskegee Institute, Macon, Ala.; Charleston, West Virginia.

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joliet, Ill.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

NOVEMBER.

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

8-10: Wisconsin Teachers Association, B. E. McCormick, Bever Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

14-17: Missouri Council of Teachers of English, Mary A. Woods, State Teachers College, Springfield, Missouri; Kansas City, Missouri.

14-17: Missouri State Teachers Association, E. M. Carter, Columbia, Missouri; Kansas City, Missouri.

15: American Association for the Advancement of Agricultural Training, E. H. Shinn, United States Department of Agriculture, Washington, D. C.; Washington, D. C.

22-23: Illinois City Superintendents Association, H. B. Black, Mattoon, Ill.; Urbana, Ill.

23-26: South Dakota Educational Association, N. E. Perry Building, Sioux Falls, S. D.; Mitchell, S. D.

27-30: Co-operative Educational of Virginia, J. H. Montgomery, State Capitol Building, Richmond, Va.; Richmond, Va.

29-December 1: Southern Commercial Teachers Association, Mae Cheatham, Georgia School of Technology, Atlanta, Ga.; Savannah, Ga.

30-December 1: Central Association of Science and Mathematics Teachers, Winnefred Shepard, Proviso High School, Maywood, Ill.; Chicago.

30-December 1: Maryland State Teachers Association, Walter H. Davis, Havre de Grace; Baltimore, Md.

30-December 1: California Kindergarten-Primary Association, Mrs. Genevieve Anderson, 1186 Victoria Avenue, Los Angeles; Sacramento.

DECEMBER.

3-15: American Vocational Association, E. M. Smith, State House, Indianapolis, Indiana.; Philadelphia, Pa.

4-7: Association of Colleges and Secondary Schools of the Southern States, Guy E. Snavely, Birmingham-Southern College, Birmingham, Ala.; Fort Worth, Texas.

6-8: Association of College and University Unions, Edward S. Drake, Ohio State University, Columbus, Ohio; Nashville, Tenn.

26-27: National Council of Geography Teachers, George L. Miller, State Teachers College, Mankato, Minn.; New York City, N. Y.

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